DOCUMENT RESUME

ED 482 394 CS 512 143

AUTHOR	Henry, Laurie
TITLE	Postmodern Picture Books in the Middle School.
INSTITUTION	MarcoPolo Education Foundation.; National Council of Teachers of English, Urbana, IL.; International Reading Association, Newark, DE.
PUB DATE	2003-03-28
NOTE	6p.
AVAILABLE FROM	Managing Editor, ReadWriteThink, International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139. E-mail: comments@readwritethink.org. For full text: http://www.readwritethink.org/lessons.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	*Critical Reading; Educational Objectives; Evaluation Methods; *Inferences; Lesson Plans; Middle Schools; *Picture Books; *Reading Instruction

ABSTRACT

In this lesson plan, middle school students analyze the structure of a postmodern picture book to uncover how authors form relationships between words and illustrations. An online teacher resource explains the intent of the picture book "Black and White" and provides background information and suggestions for classroom discussion. During one 45-minute session students will: explore unfamiliar text formats; interpret multiple meanings from a text; analyze writer's craft and writing techniques; and discuss relationships between literacy and artistic techniques. The instructional plan, lists of resources, student assessment/reflection activities, and a list of National Council of Teachers of English/International Reading Association (NCTE/IRA) Standards addressed in the lesson are included. A story map is attached. Includes 2 figures. (PM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

http://www.readwritethink.org/lesson_view_printer_friendly.asp?id=66

Postmodern Picture Books in the Middle School

Author

Laurie Henry
Woodstock, Connecticut

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J M Irwin

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 482 394

Grade Band

6-8

Estimated Lesson Time

One 45-minute session

Overview

Picture books are typically thought of as texts for young readers. This lesson uses the postmodern picture book, *Black and White* by David Macauley, to engage students in a deep analysis of writer's craft. Macuauley's book presents four separate story lines that playfully interact with each other throughout the text. Students explore ways in which authors use words and illustrations to create unexpected plots and connections within a text. Students also study relationships between words and illustrations represented in the text.

From Theory to Practice

Anstey, M. (2002). "It's not all black and white": Postmodern picture books and new literacies. *Journal of Adolescent and Adult Literacy, 45*:6, 444–457.

- Multiliteracies focus on the many modes of representation and forms of text that have been made available through multimedia and technological change. Therefore, being multiliterate requires not only the mastery of communication, but also an ability to critically analyze, deconstruct, and reconstruct a range of texts and other representational forms.
- Literacy education must focus on critical engagement and understanding of text and its inherent ideologies, in all forms, as well as competency in creating such texts.
- The postmodern picture book appeals to a much wider age span, level of sophistication, and range of reading abilities.

Student Objectives

Students will

- Explore unfamiliar text formats
- Interpret multiple meanings from a text
- Analyze writer's craft and writing techniques
- Discuss relationships between literacy and artistic techniques

Resources

- Plot summary graphic organizer
- Carol Hurst's Children's Literature Site

BEST COPY AVAILABLE

CS 512 143

- "It's not all black and white" (IRA, 2002)
- Five copies of *Black and White* by David Macauley (The Trumpet Club, 1990)

Instructional Plan

Preparation

1. Secure five copies of *Black and White* by David Macauley
2. Review the Carol Hurst's Carol Hurst's Children's Literature Site.
3. Review the article: "It's not all black and white": Postmodern picture books and new literacies, which was originally published in the *Journal of Adolescent and Adult Literacy*.

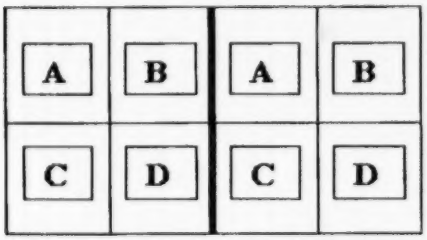
Instruction and Activities

Initiation

Discuss the basis and format for a picture book. Tell students that they will be reading a picture book that is different than what they would expect from a traditional text.

Opening Activity

Divide students into five groups. Explain that you have a picture book that you would like them to read together in their groups. Assign four out of the five groups one story line presented in the text (ignoring the other three story lines). Assign the fifth group all four story lines presented in the text. This group should read the book as they would read a traditional picture book, page-by-page in its entirety. Although the reading is not directed, student should "discover" the unfamiliar format of the text.



Group A follows the story line in the upper left corner of each page.
Group B follows the story line in the upper right corner of each page.
Group C follows the story line in the lower left corner of each page.
Group D follows the story line in the lower right corner of each page.
Group E follows all four story lines together.

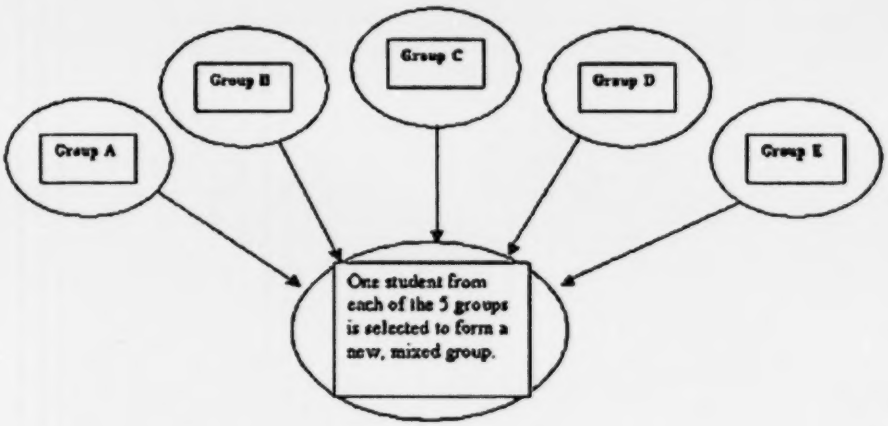
Small Groups

Provide directions for students to complete a plot summary based on the portion of the text that their group is reading. Students may use the plot summary graphic organizer. Each group will record setting, characters, and events as stipulated on the story map and to the best of their ability. Explain that some areas of the story map may be left blank depending on the story line their group is following.

Mixed Groups

When each group has finished reading and preparing a plot summary, mix the groups by having one student from each of the previous groups meet to share their plot summaries. After sharing their plot summaries, students discuss how each story line is tied together by comparing the individual plot summaries with the plot summary prepared by Group E. Students make notes as they discuss relationships between the story lines, words, and illustrations. Notes can be made on the back of the plot

summary sheet for reference during the whole class discussion. The notes should indicate what students discovered about the format of the text and how the story lines interacted with one another.



Whole Class

Each group reports back to the whole class what they discovered about the picture book *Black and White*. Discussions continue in reference to connections between the four story lines and how they interact with one another. Carol Hurst's Children's Literature Site will provide you with an overview of the topics to discuss. In addition, questions are presented that will initiate discussion of the relationship between literacy and artistic technique.

Extensions

- Explore other postmodern picture books to further develop this lesson, such as *The Three Pigs* by David Weisner and *Rome Antics* by David Macauley.
- Students can use *Black and White* as a model to write their own picture book. Divide students into groups of four. Each student in the group develops a basic story line and then the group works together to make connections among the four story lines. Depending on the level of your students, they can either develop their own original story lines or make changes to the story lines presented in the picture book *Black and White*. For example, the scenes on the train could be changed to occur on a subway or bus. The story with the cows could be changed to focus on a different animal. Collaborate with the art teacher so that students write the story lines in your class and develop the illustrations in the art room.

Student Assessment/Reflections

- Teacher observation of dialogue between students
- Anecdotal notes based on group and class discussions
- Students' plot summaries and recorded notes

IRA/NCTE Standards

1 - Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to

BEST COPY AVAILABLE

respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2 - Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3 - Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

6 - Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

11 - Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

---

read·write·think
International Reading Association NCTE marcopolo

Copyright 2002-2003, IRA/NCTE. All rights reserved.

STORY MAP

SETTING
When and where does this story take place?

_____

_____

_____

CHARACTERS
Who is important to the story?

_____

_____

_____

PROBLEM
The problem starts when...

_____

_____

_____

_____

SOLUTION
How was the problem solved?

_____

_____

_____

_____

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").